



Core Question 3: Is the organization effective and well run?

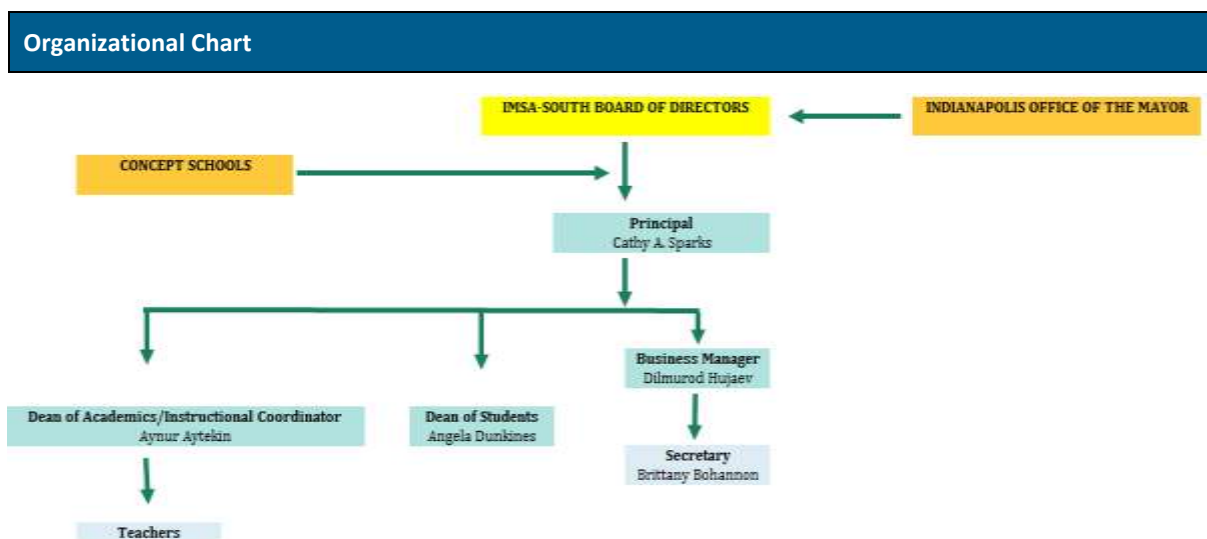
The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of five indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

| 3.1. Is the school leader strong in his or her academic and organizational leadership? | | | | | | | |
|--|--|--|---------|---------|---------|---------|---------|
| Indicator Targets | Does not meet standard | The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues. | | | | | |
| | Approaching standard | The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues. | | | | | |
| | Meets standard | The school leader complies with and presents no concerns in the sub-indicators below. | | | | | |
| | Exceeds standard | The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below. | | | | | |
| 3.1 Rating | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| | MS | | | | | | |
| Sub-indicator Ratings | Sub-indicators | | | | | | Rating |
| | Demonstration of sufficient academic and leadership experience | | | | | | MS |
| | Leadership stability in key administrative positions | | | | | | MS |
| | Communication with internal and external stakeholders | | | | | | MS |
| | Clarity of roles among schools and staff | | | | | | MS |
| | Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner | | | | | | AS |
| | Consistency in providing information to and consulting with the schools' board of directors | | | | | | MS |

Indiana Math and Science Academy South (IMSA South) contracts with Concept Schools, a charter management organization that serves over thirty schools in the Midwest, three of which are located in Indianapolis. As part of the school leadership team, Concept Schools provides regional support in the areas of leadership coaching, academics, operations, and finances through a Superintendent, treasurer, instructional coordinators, and finance staff. The Superintendent for the Indianapolis schools has extensive experience in education and was most recently the Principal at IMSA North. The founding School Director has previous

experience in teaching and administration with IMSA schools. With the support of the network staff, the IMSA South leadership team demonstrated sufficient academic and operational expertise. Roles and responsibilities were clearly delineated through the network organizational chart.

In order to allow the Director to focus mostly on internal communications and operations, including supervision and evaluation of the educational programs and staff, the Superintendent managed the majority of policy oversight and external communications. Specifically, the Superintendent operated as the liaison between IMSA South and the board of directors and Board Chair, Concept Schools, the Mayor's Office (OEI), and community partners. As part of a multi-state network of charter schools, IMSA South was able to leverage its relationship with other Concept Schools to engage in professional development and best practice sharing. Additionally, the Superintendent worked to establish many relationships with influential community members and elected officials to drive awareness of and support for the school.



Concept Schools utilized an extensive system of data analysis and provided IMSA South with tools and training to systematically collect and analyze student data to set goals and inform academic programming. Students who needed additional academic support received extended time in after school activities, as well as Saturday School. Additionally, the school set a school goal around student participation in extracurricular clubs, focusing on student engagement as a school priority. Both the Superintendent and Director were able to accurately speak to several types of data and reflect on the school's progress throughout the year. However, IMSA South's 2013-2014 ISTEP+ results showed low performance in both proficiency and growth, demonstrating a lack of appropriate mid-year interventions.

Overall, the school and network leadership were consistently effective in their organizational and academic oversight and receive a meeting standard for this indicator.



| 3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations? | | | | | | | |
|--|---|---------|---|---------|---------|---------|---------|
| Indicator Targets | Does not meet standard | | The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues. | | | | |
| | Approaching standard | | The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues. | | | | |
| | Meets standard | | The school complies with and presents no concerns in the sub-indicators below. | | | | |
| | Exceeds standard | | The school consistently and effectively complies with and presents no concerns in the sub-indicators below. | | | | |
| 3.2 Rating | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| | DNMS | | | | | | |
| Sub-indicator Ratings | Sub-indicators | | | | | | Rating |
| | Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation | | | | | | DNMS |
| | Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws | | | | | | MS |
| | Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations | | | | | | AS |
| | Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines | | | | | | AS |

During the 2013-2014 school year, the School Director at IMSA South was primarily responsible for submitting compliance documents to the Mayor's Office (OEI) and the Indiana Department of Education (IDOE). While the Director worked with network staff to ensure compliance documents, such as employee spreadsheets, board meeting minutes, and quarterly reports, were submitted, they were frequently late.

IMSA South maintained compliance with all material sections of its charter and submitted amendments as necessary. The Superintendent, Director, and relevant network staff were consistently engaged in meetings with OEI. However, school meetings were challenging on occasion, with insufficient documentation available to efficiently lead discussions. Due to the significant concerns with timely compliance reporting, IMSA South **does not meet standard** for compliance obligations.



Core Question 3: Governance & Leadership Performance Framework
Indiana Math and Science Academy South

| 3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight? | | | | | | | |
|---|---|---------|---|---------|---------|---------|---------|
| Indicator Targets | Does not meet standard | | The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues. | | | | |
| | Approaching standard | | The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues. | | | | |
| | Meets standard | | The school complies with and presents no concerns in the sub-indicators below. | | | | |
| | Exceeds standard | | The school consistently and effectively complies with and presents no concerns in the sub-indicators below. | | | | |
| 3.3 Rating | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| | DNMS | | | | | | |
| Sub-indicator Ratings | Sub-indicators | | | | | | Rating |
| | Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter | | | | | | MS |
| | Clear understanding of the mission and vision of the school | | | | | | AS |
| | Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary | | | | | | DNMS |
| | Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training | | | | | | DNMS |
| | Effective and transparent management of conflicts of interest | | | | | | MS |
| | Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns | | | | | | MS |
| | Adherence to its charter agreement as it pertains to governance structure | | | | | | DNMS |
| | Holding of all meetings in accordance with Indiana Open Door Law | | | | | | AS |

The founding board of IMSA South is comprised of directors with experience in business, education, engineering, mathematics, and health care. While the board does utilize Concept School financial staff and retains a lawyer, it could benefit from continuing to diversify its roster and add additional skillsets, such as finance, law, or marketing to its oversight.

A review of meeting minutes and notes reveals several concerns with the board of directors. While Article II, Section 3 of the board's bylaws requires the board to hold between six (6) and ten (10) regular meetings a year, the board was only able to reach a quorum and hold five scheduled meetings. Additionally, of the seven directors, only four regularly attended meetings. One director resigned in January, another attended only one meeting, and one director failed to attend any meetings during the 2013-2014 school year. Meeting schedules were posted on the outside of the school building; however, on at least one occasion, the date and/or location of the meeting changed without being reflected on the posted schedule.

When meetings were held, the Superintendent and School Director provided an extensive report and dashboard, which generated some discussion from directors around academic programming, finances, school events, enrollment, and staffing.

Skill Sets Represented on Board

Education



Business



Healthcare



Engineering



Mathematics



Board Information

Indiana Math and Science Academy – South holds the charter for Indiana Math and Science Academy South.

6
Members

majority
Required for Quorum

The IMSA South board meets monthly.

The board delegates management of the school to Concept Schools, a Charter Management Organization that operates 30 schools across the Midwest.

The Superintendent primarily managed communications between the board, Concept Schools, and the Mayor's Office. He was routinely proactive in providing up to date and transparent information regarding school updates, progress, and concerns. Concept Schools handles the majority of governance-related responsibilities, including setting meeting agendas, providing reports, and providing training and development. While this route supported IMSA South in its governance obligations, it hindered the board in developing strong oversight of the school.

Due to the several concerns noted above, IMSA South does not meet standard for board governance.

| 3.4. Does the school's board work to foster a school environment that is viable and effective? | | | | | | | |
|--|--|---|---------------|---------------|---------------|---------------|---------------|
| Indicator Targets | Does not meet standard | The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues. | | | | | |
| | Approaching standard | The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues. | | | | | |
| | Meets standard | The school complies with and presents no concerns in the sub-indicators below. | | | | | |
| | Exceeds standard | The school consistently and effectively complies with and presents no concerns in the sub-indicators below. | | | | | |
| 3.4 Rating | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| | DNMS | | | | | | |
| Sub-indicator Ratings | Sub-indicators | | | | | | Rating |
| | Regular communication with school leadership and/or its management company | | | | | | AS |
| | Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable) | | | | | | DNMS |
| | Collaboration with the school leader to establish clear objectives, priorities, and goals | | | | | | AS |
| | Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans | | | | | | AS |

While the Superintendent of Concept Schools supported communication between the school and the board of directors, the frequently canceled meetings prevented a significant amount of interaction between all stakeholders. This factor is particularly important in a school's first year of operations. The board should continue to strive to recruit directors who can attend all meetings to provide more frequent support and guidance to school staff.

One of the responsibilities of Concept Schools is to provide an annual evaluation of the School Director. The Superintendent evaluated the School Director, using a national evaluation tool from Concept Schools. However, at the close of the 2013-2014 school year, the board had not yet implemented a formal method of evaluating the Superintendent's performance or that of its own. While the board provided informal, formative feedback on school progress and guided the Superintendent to focus on specific priorities, the lack of a formalized evaluation and benchmarking system prohibited the board from clearly identifying goals and priorities for itself and the school and from evaluating either at the close of the year.



While all observed interactions between the board, school staff, and network staff were positive and professional, there were significant gaps in oversight, feedback, and support given to the school. There is an opportunity for the board to increase the amount and types of support it provides to the school through the recruitment of new directors with additional skillsets, a more consistent meeting schedule, the development of productive committees, etc. Due to the several concerns listed above, IMSA South **does not meet standard** for school and board environment.

| 3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility? | | | | | | | |
|---|---|---------|---|---------|---------|---------|---------|
| Indicator Targets | Does not meet standard | | The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues. | | | | |
| | Approaching standard | | The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues. | | | | |
| | Meets standard | | The school complies with and presents no concerns in the sub-indicators below. | | | | |
| | Exceeds standard | | The school consistently and effectively complies with and presents no concerns in the sub-indicators below. | | | | |
| 3.5 Rating | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| | MS | | | | | | |
| Sub-indicator Ratings | Sub-indicators | | | | | | Rating |
| | Health and safety code requirements | | | | | | MS |
| | Facility accessibility | | | | | | MS |
| | Updated safety and emergency management plans | | | | | | MS |
| | A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community | | | | | | MS |

In 2013-14, IMSA South's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of IMSA South's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school is **meeting standard** for this indicator for 2013-14.